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CAREER PATTERNS OF NORMAL SCHOOL GRADUATES
IN NOVA SCOTIA

by



RALPH M. GUY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Career Patterns of Normal School Graduates in Nova Scotia," submitted by Ralph Murray Guy in partial fulfillment of the requirements for the degree of Master of Education.

Date . . . July 7, 1971.

ABSTRACT

The purpose of this study was to follow the careers of the male graduates of the 1940 class of the Nova Scotia Normal College.

Basically, the study was concerned with determining the number who had continued in the field of education, the number who had withdrawn from education to engage in other work, the extent to which graduates continued their own education, and their individual contributions to professional, community and national life.

Data for the study were obtained from questionnaires completed by 32 graduates.

The study found that of the forty-one graduates, six are deceased, twenty-one have continued in education, eleven have withdrawn from education to engage in a quite different occupation, and three did not reply.

The study also revealed that of the thirty-two who responded, twenty-one hold a total of forty-two earned degrees, and one honorary doctorate. Of the eleven graduates who withdrew from education, six are in various branches of the Civil Service, and eight hold senior administrative positions in the government service and private business. Those who remained in education hold positions ranging from classroom teacher to university dean, with the greatest number being principals of secondary academic or vocational schools.

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Appreciation is expressed to the thirty-two graduates who cooperated by completing and returning the questionnaire.

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CHAPTER I

INTRODUCTION

The period of the 1930's found Nova Scotia experiencing all the disadvantages and restrictions of a widespread economic depression. Unemployment reached very high levels, there were few job opportunities for even skilled laborers, there was retrenchment in such essential services as education, and a growing apprehension for the developing situation in Western Europe. These were some of the environmental factors which influenced the career choices of high school graduates of the period.

In September, 1939, the Nova Scotia Normal College (now the Nova Scotia Teachers' College) enrolled three hundred and seven new students. This number included forty-two young men who came

- (a) directly from high school
- (b) from university
- (c) from teaching
- (d) from other employment.

THE PROBLEM

Statement of the Problem

The purpose of the study is to follow the careers of these men over the thirty-year period from 1940 to 1970.

Statement of the Sub Problems

1. To determine the influences which caused some respondents to continue in the field of education until 1970.

2. To determine the influences which caused some respondents to withdraw from the field of education between 1940 and 1970.

Statement of Study

Insofar as it was possible to do so, a reconstruction was made of the socio-economic and educational milieus of Nova Scotia in the period of the late 1930's. This represented the high school attendance years of the respondents, and the conditions which existed at that time were considered to have had some significant bearing on the career choices these young men made.

The study made it possible to consider, over a relatively long period of time, many of the factors which influenced career planning and development. The study looked at the respondents as young men prior to entering a teacher-training program, as young career aspirants, and as middle-aged men whose careers, in most cases, could be considered to be fixed and would not change further. Consideration was given to the local, provincial and national conditions which have varied greatly in the period under review.

IMPORTANCE OF THE STUDY

Justification for the study may be found in the knowledge gained from identification of the career patterns of graduates of a teacher-training institution.

Specifically it is hoped that the findings will prove to be of some

benefit to future investigators who may be concerned with determining those factors which have the greatest influence on the entrance into, continuing in, or withdrawal from the teaching profession.

OVERVIEW

Chapter II provides an historical background which deals with (a) the socio-economic milieu, (b) the educational milieu, and (c) the Provincial Normal College in the period of the 1930's in the province of Nova Scotia. The material for this section was taken largely from government reports, documents, reports of special government commissions, and from personal correspondence with prominent persons active in that period.

Chapter III is concerned with the collection and treatment of data. Data were obtained primarily from questionnaires, and also from personal interviews, public records, and personal correspondence.

Chapter IV outlines some of the personal characteristics of the respondents prior to enrolment at the Normal College.

Chapter V records the data obtained from the questionnaires and other sources, and includes tables and comments on items of particular significance.

Chapter VI provides a summary and conclusions.

CHAPTER II

HISTORICAL BACKGROUND OF STUDY

I. THE SOCIO-ECONOMIC MILIEU

In the autumn of 1929, Nova Scotia, in common with most of the world, entered upon a period of severe industrial and economic depression, the effects of which were soon felt in all aspects of life within the province. However, in 1934, a Royal Commission, appointed to study the economic situation of the province, reported that the unfavorable position of Nova Scotia, at that time, was not entirely a result of the almost universal economic forces of the period, but that factors within the control of government had played their part as well.

There were three factors and these were stated as being:

1. tariff policy
2. transportation
3. the existence of highly centralized and standardized industries operating under the protection of the first two.¹

At this time the industries of Nova Scotia fell into two main groups. The first group included agriculture, lumbering and fishing, and in each case the unit of activity was small, and the area covered by the industry was quite large. All three were found largely in small self-sufficient communities. The other group consisted of mining, the

¹Report of the Royal Commission Provincial Economic Inquiry.
Halifax: King's Printer, 1934, p. 20.

manufacture of steel and steel products, and constructional work. This latter group was based on the existence of a plentiful supply of coal, and necessitated the use of relatively large amounts of fixed capital. Further, the industries in this group had depended, from the first, upon the existence of markets beyond the boundaries of the province.

This was also true of the apple industry, lumbering and fishing. The Annapolis Valley growers had built up, over a period of years, a substantial apple export market in the United Kingdom, while lumber and fish had enjoyed export markets which had been established in the pre-Confederation era.

The decline in prices for these export commodities between 1926 and 1933 is shown in Table I.

TABLE I
SELECTED QUOTATIONS OF EXPORT PRICES²

Commodity	Year							
	1926	1927	1928	1929	1930	1931	1932	1933
Apples	100.0	115.0	117.1	88.0	91.3	85.8	88.9	61.0
Fish	100.0	99.6	101.1	105.7	94.5	78.2	65.4	61.2
Lumber	100.0	96.4	98.1	99.0	92.3	76.2	59.8	60.7

During the same period, 1926 to 1933, the value of coke and coal produced declined 46%, the average wage declined by over 36% and the

²Ibid., p. 152.

total wages by 38%. In the iron and steel industry the average wage paid per man declined by 10%, but the total wages and salaries together declined by 55%. This drastic fall-off meant greatly reduced production and many idle days for those who remained on the payrolls.

The declining prices of export commodities were not matched by comparable declines in the case of imports as shown in Table II. This imposed greater hardships and difficulties for the small, independent operator, particularly with reference to supplies and equipment.

TABLE II
NOVA SCOTIA IMPORT PRICES, 1926-1933
1926 = 100³

Year	Foods	Fabrics Clothing	Supplies Equipment	Total
1927	95.5	95.5	89.1	93.6
1928	98.2	97.7	86.3	94.5
1929	100.3	94.9	84.4	93.9
1930	92.4	86.7	82.5	87.7
1931	66.8	79.7	73.9	72.8
1932	57.8	76.9	72.5	67.9
1933	58.2	76.2	70.8	76.4

Population Problem

From 1870 until 1930 emigration from Nova Scotia to the United

³Ibid., p. 152.

States, central and western Canada had been an important factor affecting the economy of the province, and had, at times, caused a reduction in the total population. Since those who emigrated were, for the most part, young people seeking employment it meant that the province had a total population which contained relatively more children and older citizens than did the other provinces of Canada.

After 1930 the pattern changed as young people now tended to remain in Nova Scotia, and since they were of marriageable age there was also an increase in the birth rate. To add further to the problem many who had been thrown out of work in other parts of Canada and the United States now returned to their former home communities.

The net result was a rapid increase in the total population between 1930 and 1936, and a greatly increased number of persons seeking to enter the working force at a time of high unemployment.

Some indication of the severity of the unemployment situation can be seen in Table III which records the numbers of heads of families and single persons on relief in various towns at the very depth of the depression in 1935-1936. This does not, however, give a complete picture for it does not account for the significant numbers of unemployed who did not appear on the relief rolls, but who, when they ceased to be gainfully employed, returned to farming, fishing, or as no-pay helpers with family businesses. They are regarded by economists as part of a reserve labor force who tend to enter the labor market only when business is good and when there is opportunity for new or extra cash income.

Although the total situation was discouraging it was faced with a courage and determination reminiscent of the Nova Scotia pioneers who cleared the heavily forested land for farming, developed the mining and

TABLE III
 NUMBERS ON RELIEF IN NOVA SCOTIA
 DECEMBER 1, 1935-NOVEMBER 30, 1936
 AVERAGE MONTHLY FIGURES⁴

City or municipality	Population 1931	Numbers on relief			% of population on relief
		Families	Single	Total	
Westville	3,946	852	243	1,095	27.7
Amherst	7,450	359	1,157	1,516	20.4
Canso	1,575	44	220	264	16.2
Halifax	59,275	1,568	5,889	7,457	12.6
Trenton	2,613	64	225	289	11.0
Glace Bay	20,706	400	1,831	2,231	10.8
Sydney Mines	7,769	160	661	821	10.6
North Sydney	6,139	134	507	641	10.4
Inverness	2,900	63	228	291	10.0
N. Waterford	7,745	142	511	653	8.5
Dominion	2,846	56	131	187	6.6
Pictou	3,152	39	165	204	6.5
Springhill	6,335	76	258	334	5.3
Joggins	1,000	20	18	38	3.8
Sydney	23,089	166	695	861	3.7
N. Glasgow	8,858	48	195	243	2.7

⁴Nova Scotia Economic Council Reports, Vol. I-II. Halifax: King's Printer, 1938, p. 65.

steel industries, and "went down to the seas in ships."

Adversity challenges the ingenuity and resourcefulness of man and in Nova Scotia there were many societal efforts aimed at bringing about economic stability and encouraging the people to maintain an optimistic attitude towards the problems which the depression had brought.

Notable among these efforts was the so called "Antigonish Movement," which was eventually to spread to many parts of the world. With leadership from the Extension Department of St. Francis Xavier University many areas drew on the resources of co-operation in the promotion of credit unions, co-operative fish-packing plants, lumber mills, retail stores and housing, as well as schools and libraries.

These efforts were directed primarily at small fishing and farming communities of the northeastern mainland and Cape Breton, and also in the industrial towns of Cape Breton. Commenting on the early efforts the University Director of Extension wrote as follows:

The seven eastern counties of Nova Scotia were the laboratory in which the adult education experiment was first tried out. Triumphs and failures have characterized its early days. Many difficulties have been encountered; some of the most hopeful projects have proved disappointing; but enough success has attended the efforts of our people in the movement to prove what can be done if the available resources are released. Better to have action with some failures than no action for social improvement. Ignorance and inactivity are criminal in these times of stress.

The Extension Department (St. Francis Xavier) has followed the assumption that every ordinary man or woman is a potential student and every small group of people a potential study club. It presumes that once the people have learned to solve their most pressing problems they will have tasted the delicious fruit of self accomplishment which will spur them on to the solution of all other problems of life. It presupposes the sociological doctrine that man is essentially a social being, that he finds his best expression in the group and that cooperative study paves the way for cooperative living.⁵

⁵Coady, M. M., Masters of Their Own Destiny. New York: Harper Brothers, 1939, pp. 64, 65.

The problems and concerns, however, were not confined to the fishing villages and small rural communities, but were very much a part of the commercial life of the towns and cities as is suggested by the president of one of Canada's banks. He recalls that when he entered the bank as a junior teller:

It was in the heart of the Depression in 1933/34 and the Bank Manager and his staff were actually taking cuts in salary rather than increases. Also, they were closing banks, not opening them with the result that opportunities for promotion were scarce. This state of affairs continued until 1938/39 when conditions did pick up just prior to World War II.⁶

An observer who travelled through the Maritime Provinces to see first hand the results of the "Antigonish Movement" had this general comment to make:

The times surely are serious enough, and with our economic and political systems cracking up, all of us would like to see what this people's movement has done and what promise it possibly holds out to the broken nations.

At the moment, it is enough to say that man's eternal dream of brotherhood has in these poor provinces some chance to come true. For one thing, the whole economic life of the community tends on this plan to go into the hands of the people. That result gives us in large part a new order. Already co-operation does a notable bit of the retail business in eastern Nova Scotia, some good little fraction of the producing and processing in lumber and fishing, a trifle of the farming, of the insurance, the housing and the medicine, so that in the event of a western or world economic collapse this co-operative way is ready to take over in the provinces called the Maritimes, that is in Nova Scotia, New Brunswick, and Prince Edward Island. Of course, co-operation is by no means a political order, yet it might save an old political order from being crushed by the impossible burdens that it has everywhere tried of late years to bear and that apparently it must in so many places go on trying to bear. Co-operation also gives us a new order of adult education and possibly it has suggestions for all education.

⁶From personal correspondence between Arthur H. Crockett, President, The Bank of Nova Scotia, and the writer.

Above everything else, the Nova Scotia co-operative method is study. That is what the people say is the case, and what the leaders say must be the case, and it is what the record itself makes clear.⁷

This new awareness of the importance of study and co-operation was reflected in the various means sought to sustain the education system throughout the province, and was, in no small measure, responsible for the rapid growth of such organizations as the Home and School Federation and the Women's Institute, as is indicated in the next section.

II. THE EDUCATIONAL MILIEU

The unchanging state of education in Nova Scotia during the 1930's is largely a reflection of the economic situation of the period. Many communities experienced difficulties in meeting the very minimal expenses of teachers' salaries, and in most cases any significant changes or improvements based on school tax revenue could not even be considered.

The problems in education were compounded by the fact that this was also a period of progressive growth in student population. Between 1930 and 1939 student enrolment increased by over 3,000 from 113,860 to 116,958. In the same period the number of teachers increased by 381, from 3,448 to 3,829. This growth was not matched by increased expenditures in education. Table IV shows that the total expenditure for the province increased by \$693,068, and the government's share of the total increased by 4.4%. The per capita cost increased by only \$1.88, and the per pupil cost by \$3.31 in the ten-year period.

The financial picture represents the determination of both provincial and municipal governments to hold the line and not permit a

⁷Ward, L. R., Nova Scotia the Land of Cooperation. New York: Sheed and Ward, 1942, p. X.

TABLE IV

EXPENDITURES ON EDUCATION⁸
1930-1939

Year	Total expenditure	Provincial grants	Percent of govt. share	Per capita	Per pupil
1930	\$3,970,025	\$916,856	23.1	\$7.21	\$46.67
1931	4,194,295	1,012,681	24.1	8.23	47.89
1932	4,292,217	1,073,642	25.1	8.37	47.95
1933	4,290,412	1,092,520	25.5	8.27	45.15
1934	4,285,329	1,123,321	26.2	8.36	45.93
1935	4,254,606	1,173,096	26.7	8.30	46.98
1936	4,221,365	1,148,002	27.2	8.23	45.74
1937	4,314,319	1,206,929	27.9	8.41	46.83
1938	4,400,218	1,232,242	28.5	8.58	47.17
1939	4,663,093	1,282,969	27.5	9.09	49.98

⁸Annual Reports of the Department of Education, Province of Nova Scotia, 1930 through 1939.

deterioration in standards, for in a period of severe depression it would not have been unusual to see substantial cutbacks in educational spending as with other departments of government.

The financial problems of education are underscored in successive reports of the Superintendent of Education for the province. The financial plight of the smaller rural communities or "school sections" was largely because of the inability of the small property tax base to meet the needs, and the scarcity of ready cash. A provincial inspector of schools writing of the period stated:

In a good many cases the tax base was ridiculously small to support any kind of educational program. A fair number of the rural sections had a total property assessment of less than five thousand dollars. The usual rate was two or three percent so that, in many cases, the amount of revenue raised from taxes would be less than two hundred dollars. Under these circumstances, revenue from taxes was supplemented by school concerts, dances, card games, etc., and very often the income from these activities scarcely paid expenses.⁹

This situation encouraged the promotion of the "larger unit of school administration" in the late 1930's, and its ultimate adoption in 1942. Public concern was also focused on the gross inadequacy of the rural and village schools to meet the needs of high school students and the Superintendent of Education sought to cultivate this public concern, and also to arouse the concern of government in his "Annual Report" of 1937:

Apart from the existing urban high schools, which already accommodate large numbers from the rural sections, the physical cost and equipment of a system of consolidated rural high schools such as will meet the needs of the modern curriculum, including the vocational education suited to the countryside, would be surprisingly moderate . . . well under a capital outlay of a million dollars.¹⁰

⁹From personal correspondence between Dr. T. L. Sullivan, Inspector of Schools, Nova Scotia, and the writer.

¹⁰Annual Report of the Department of Education, Province of Nova Scotia, 1937, p. xxxix.

The Royal Commission reporting in 1934 quoted from the 1933 Report of the Superintendent of Education as follows:

While the amount voted by rural trustees shows an increase for the past year, school rates were collected with increasing difficulty in many sections because of the scarcity of ready money. Some have even come to the limit of their resources and must be tided over the crises. The solution for the inequalities in the education system is a wider and a more equitable basis of school support.¹¹

By 1938 slow but steady gains had been recorded and the average salary for teachers of all classes, urban and rural, male and female, had advanced by \$23. In spite of this gain it was again noted that in many depressed sections, particularly in the fishing communities, collection of rates was unsatisfactory and, in spite of provincial aid and special grants to school boards, the salary of many teachers was in arrears.

In spite of the difficulties in financing schools it should be noted that Nova Scotia, in the deep depression years from 1930 to 1936, maintained the most uniform salary for rural teachers of any province in Canada.

Table V shows that while the average salary for rural teachers had decreased only seven dollars in Nova Scotia, it had fallen from \$1,076 to \$465 in Saskatchewan.

While the average salary for rural teachers in Nova Scotia remained among the lowest in Canada, and total expenditures on education had advanced by only minimal amounts, these factors alone do not fairly portray the vitality and interest which supported the schools and the teachers in these restrictive times.

¹¹Economic Inquiry, op. cit., p. 201.

TABLE V
AVERAGE ANNUAL SALARY OF RURAL TEACHERS¹²

	1930	1936
Prince Edward Island	\$527	\$481
Nova Scotia	543	536
New Brunswick	640	509
Quebec (Protestant female)	523	405
Ontario (Public)	1,036	744
Manitoba	951	601
Saskatchewan	1,076	465
Alberta	1,059	723
British Columbia	1,151	949

One indication of community concern for education may be found in the growth of the Home and School Movement. The Department of Education recognized the potential of the Movement in 1930 by the appointment of a Director of Rural Education, who, with his staff, was able to devote much time to the promotion and nurture of the local associations.

In his annual report for 1937 the Director of Rural Education reported that:

Home and School Associations continue to grow in number and influence. At the opening of the school year, 90 affiliated associations operated and 148 active groups were in existence. By the end of the year these numbers had increased to 135 and 180.

¹²Annual Report of the Department of Education, Province of Nova Scotia, 1936, p. xxviii.

Though this organization is not a part of the provincial education system, it is a strong ally. Associations have been organized under the Rural Education Division with the approval and support of the Superintendent of Education.¹³

By 1939 the number of organizations had passed the two hundred mark, and the affiliated membership was close to five thousand. The value of the movement is commented on again in the 1939 annual report of the Director:

Home and School Associations during the year grew in number from 180 (active) to 223 There are now 20 urban associations. In other provinces and in other countries organization is outstandingly urban. Nova Scotia is the only place in the world where rural associations predominate.

Much of the general interest in education is due to the Home and School.¹⁴

In the same period the Women's Institutes extended their rural beautification projects to include local school grounds in many rural communities. Through the Extension Division of the Department of Agriculture field workers did much to promote positive attitudes among school age children by means of garment clubs, garden clubs, and calf clubs, most of which were carried out with the co-operation and assistance of the local teacher, and using the school facilities when suitable.

Support and interest from such organizations must have made the work of the teacher, in this period, a much more rewarding and satisfying experience than it might otherwise have been.

It is quite possible that these supportive movements had an even

¹³Annual Report of the Department of Education, Province of Nova Scotia, 1937, p. 88.

¹⁴Annual Report of the Department of Education, Province of Nova Scotia, 1939, p. 94.

wider influence for in this period of financial adversity other significant advances were made which had a cumulative effect on the total educational structure and program within the province. First, there was a very evident increase in the number of teachers who were either University graduates, or who were trained at the Normal College. This gain was made with a comparative reduction in the number of permissive licensed, or untrained, teachers as is shown in Table VI.

Further evidence of improvement in the total educational picture is given in Table VII which shows the student-teacher ratio dropping by 6 from 36.5 in 1930 to 30.5 in 1939.

Another noteworthy advance during the decade of the 1930's was the increase in the number of male teachers who entered the profession. This could have been another reflection on, or response to, the depression and the lack of employment opportunities in other fields but, regardless of the reason, it meant a strengthening of the profession at a time when it could best benefit from it, and was most needed.

When free schools were established in Nova Scotia in 1864 about half of the teaching force were men, but the number declined steadily, reaching the lowest point immediately after World War I. Table VIII shows the decline and recovery, by decades, since the year 1871, and includes the school years ending in 1937, 1938, and 1939.

During the decade under review Nova Scotia was organized for municipal purposes into urban and rural municipalities. For educational purposes the urban municipal division and the urban school district were one and the same, while in the rural municipality there were two units, village and rural school sections.

TABLE VI

TEACHER QUALIFICATIONS¹⁵

Year ending July	Number of teachers	University graduates	Normal trained	Ac	A	B	C	D Permissive
1930	3,448	270	2,211	56	507	974	1,026	885
1931	3,484	303	2,287	62	551	987	1,158	735
1932	3,542	329	2,474	70	596	1,020	1,186	670
1933	3,597	420	2,701	83	743	1,100	1,255	416
1934	3,564	505	2,983	91	902	1,200	1,202	160
1935	3,649	577	3,166	105	1,077	1,328	994	145
1936	3,659	571	3,284	101	1,190	1,371	865	132
1937	3,714	600	3,395	110	1,293	1,421	769	121
1938	3,794	628	3,507	121	1,422	1,436	669	146
1939	3,829	645	3,495	140	1,510	1,441	591	137

¹⁵Annual Reports of the Department of Education, Province of Nova Scotia, 1930 through 1939.

TABLE VII
STUDENT ENROLMENT--NUMBER OF TEACHERS
AND STUDENT-TEACHER RATIO
1930-1939¹⁶

Year	Student enrolment	Number of teachers	Ratio
1930	113,860	3,448	36.5
1931	115,511	3,484	32.4
1932	116,041	3,542	32.1
1933	117,632	3,597	32.4
1934	117,839	3,564	33.0
1935	116,798	3,649	32.0
1936	116,888	3,659	31.1
1937	116,656	3,714	31.4
1938	116,438	3,794	30.7
1939	116,958	3,829	30.5

¹⁶Annual Reports of the Department of Education, Province of Nova Scotia, 1930 through 1939.

TABLE VIII
NUMBER AND PERCENT OF MALE TEACHERS
IN TOTAL STAFF¹⁷

Year	Total number of teachers	Number of male teachers	% of males to total
1871	1,605	749	46.6
1881	1,898	665	35.0
1891	2,209	566	25.6
1901	2,492	540	23.2
1911	2,799	331	11.5
1921	3,089	203	6.6
1931	3,484	331	9.5
1937	3,714	564	15.2
1938	3,794	585	15.4
1939	3,829	599	18.5

¹⁷Annual Reports of the Department of Education, Province of Nova Scotia, 1930 through 1939.

Definitions

1. An Urban school section is one consisting of or containing a city or a town.

2. A Village school section is one in which more than one full-time teacher is employed.

3. A Rural school section is one in which one full-time teacher only is employed.¹⁸

In 1939 the rural, one room, or miscellaneous school was still the predominant organizational unit as is shown in Table IX.

TABLE IX
SCHOOL SECTIONS AND SCHOOLS
JULY, 1939¹⁹

School sections in the province	1,775
Rural school sections	1,476
Village school sections	254
Urban school sections	45
Schools in operation	3,399
Rural schools in operation	1,418
Village schools in operation	673
Urban schools in operation	1,308

¹⁸Annual Report of the Department of Education, Province of Nova Scotia, 1939, p. xxxviii.

¹⁹Ibid.

Throughout the period there was little change in the organizational structure and administration of the schools. The larger unit of school administration, and the development of a system of consolidated rural high schools and vocational schools was still in the future, although, as has already been indicated, the groundwork was being laid as the Superintendent of Education for the province continued to draw attention to these needs in his annual reports to the government.

Outside of the towns and the two cities the facilities for the teaching of secondary school programs in particular were quite inadequate. A typical village school had four or more departments, organized into primary, intermediate, junior and senior high units, and with an equal number of teachers, one of whom was the principal who taught full-time. Laboratories and libraries were either non-existent or very marginal in meeting the needs of the students, and such innovations as audio-visual aids were largely in the future for most of the communities.

In spite of these evident inadequacies and inequalities, there was much that was commendable in the involvement and commitment of people, especially in the smaller towns and rural school sections to the cause of education. This was in keeping with a tradition of pride in, and concern for, the adequate training of young people.

This public attitude and response is indicated in the following comments from principals of the period who are now in senior leadership positions in education in Nova Scotia.

People expected to work and earn their way and enjoy it. In those days we were intelligently humane. It is true we lacked financial support to secure easily the equipment we felt was necessary but this forced us to make our own equipment. By the time it was made we understood what the equipment was designed to teach.

The school was proud to have the community come into the school and see what was going on, where the school principal and staff were held in high esteem by the community because of their work and contribution and not because of pressure exerted by other groups on their behalf.²⁰

The youth of the thirties developed a healthy independence with built in respect for their development. Due to lack of money to support grandiose schemes the personal contribution each had to make toward his or her own educational experience created a deep sense of responsibility that displayed itself in various ways. The school property was regarded as a trust and the care of desks, books, projectors, recordings, musical instruments and the exterior play area reflected this attitude.²¹

These comments are indicative of the type of school environment in which most of the respondents in this study worked in the latter part of the 1930's. They indicate also that respondents were the products of the larger environment of the province and it is quite probable that their career choice was influenced by the definite lack of job opportunities, and the challenge to be a part of the solution rather than the problem. Their ultimate contribution to society is one of the major aspects of this study.

III. THE PROVINCIAL NORMAL COLLEGE, 1939-1940

The Provincial Normal College (PNC) was established by an act of the legislature in 1855 and graduated its first class in 1856. Originally it was known as the Normal School since it was actually a superior high school specially arranged to prepare students for teaching, but in 1908 the name was changed to "Normal College" in recognition of

²⁰From personal correspondence between Dr. H. M. Nason, Deputy Minister of Education, Province of Nova Scotia and the writer.

²¹From personal correspondence between Boyd B. Barteaux, President of the Nova Scotia Teachers' Union, and the writer.

the fact that students had to pass high school examinations before being admitted.

In its earliest years the new institution was a direct responsibility of the Superintendent of Education for the province, who served in the dual role of superintendent and principal. It was not until after the passage of the Free School Act in 1864 that the principal relinquished the position of Superintendent of Education and retained the principalship of the Normal School.

In its first ninety-four years the Normal School (College) was administered by only four men, and during the one hundred years from 1855 to 1955 enrolled 20,658 candidates for teaching, exclusive of those who secured short-term training at summer schools.²²

Progress was slow, and enrolments, particularly of men, rose and fell in reaction to wars and periods of high and low employment. It was not until the decade of the 1930's that some substantial progress was made in the areas of:

- (a) broadening the range of professional courses,
- (b) instituting observation and practice teaching in selected rural miscellaneous schools in the environs of Truro, where the Normal College was located.
- (c) the raising of academic qualifications for teachers' licenses and admission to the Normal College.²³

This latter goal was accomplished through changes in long standing regulations in the following manner.

²²McCarthy, J. P., 100 Years of Teacher Education 1855-1955.
Halifax: King's Printer, 1955, p. 5.

²³Ibid., p. 36.

From 1931 on, regulations were adopted to raise both the academic and professional standards of the teaching profession in the province. Important among these was the discontinuance of provincial examinations for grade X in 1932 and the abolition of Second Class Licenses, based on a minimum of grade X scholarship after August, 1933. For the school year beginning in September, 1933, the minimum qualification for all classes of licenses was raised to grade XI or junior matriculation, and a year of compulsory attendance at the Normal College (or a university) for all classes of licenses was required. Moreover, the professional standard of all licenses to be issued after a year of training at the Normal College was further raised by requiring Normal College graduates to attend a specified number of summer sessions at the newly established Department of Education Summer School for Teachers to be held annually at Halifax.

These provisions marked a rapid and upward trend in the training of teachers, and the influence of better trained teaching personnel in the Province was reflected in the improved efficiency of the school programs.²⁴

Representation had been made to have the minimum qualification for entrance to teacher-training at the Normal College raised to grade XII or senior matriculation. However, it was felt that the economic conditions in the province did not warrant an additional rise in standards at that time.

There were two immediate results to raising the scholastic requirements: (1) enrolment for the fall term course rose sharply, making it possible to choose from the surplus of candidates those that seemed best suited to enter upon teaching as a career, (2) an increase in the number of young men entering the program.

Within a few years the improvement in the academic and professional status of teachers was such that the lowest class of license, the "D" or permissive had been reduced by two-thirds, while the highest licenses, Ac., A and B together had increased by over one thousand.

²⁴Ibid., p. 36.

Course of Study

In 1939-40 the prescribed "Course of Study" was made up of the following required courses, with no electives:

1. Psychology and Principles of Education
2. Philosophy of Education
3. History of Education
4. English Literature and Language
5. Geography, History and Civics
6. General Science
7. Biology and Nature Study
8. Mathematics
9. Art
10. Music
11. French and Latin
12. Physical Training
13. Health Education
14. Rural Community Study Group
15. Practice Teaching.²⁵

The Faculty

The faculty of twelve had qualifications as follows: (a) the principal held M.A. (Dal) Ed.M. and D.Ed. (Harvard), (b) one instructor held a D. Paed. (Tor.), (c) four held master's degrees, (d) three held B.A. degrees, (e) three did not hold degrees.

The buildings and facilities on the small campus were not the most modern with the main building dating back to 1877-1878 when it was constructed at a cost of \$40,000, and the Science Building which was completed in 1901. It carried an austere "Victorian" era stamp inside and out, but was set in well landscaped and well kept grounds which contrasted very favorably with the one-room and village schools from which the majority of the students came.

Observation and practice teaching was carried out in the classrooms of the Truro schools on a regular basis, and students also had one

²⁵The Calendar Provincial Normal College, Nova Scotia, 1940.

week for observation and practice teaching in selected rural schools near Truro.

This latter provision, which was instituted in 1929, recognized that the majority of teachers at that time and for the foreseeable future would be teaching their first years almost entirely in the ungraded schoolrooms of the rural and village schools of the province.

In September, 1939, three hundred and seven young people enrolled for the one-year program at the Normal College. There were two hundred and sixty-five women, and forty-two men. All were products of the high schools of the late 1930's, had been influenced by the austerities imposed by the depression, and entered the teacher-training program as World War II began to cast its shadow.

Shortly after the outbreak of hostilities three members of the faculty took leave of absence to join the armed services, and were replaced by three young men who had had no previous experience in teacher education.

One instructor who joined the faculty in September, 1939, had just received his Master of Science degree and had been hired as the principal of a village school at an annual salary of \$1,100. The Normal College offered a science position at \$1,800, and upon securing both release and a replacement he accepted the new appointment. Writing of his service at the Normal College he states:

The three years at the Normal College were the happiest in my teaching experience. The students came to learn and I never had any discipline problems. It never seemed to me that you wished to waste your time.²⁶

²⁶From personal correspondence between Fred. G. Barrett, former faculty member, Nova Scotia Normal College and the writer.

The man who was destined to become the fifth principal of the Normal College recalled the male members of the class of 1939-1940 and comments as follows:

I know that many of your class have achieved much and have made a significant contribution to the educational and other facets of life in Nova Scotia and elsewhere.

I well remember contributions made by your class to a "discussion group" which used to meet one evening a week at the Normal College under my chairmanship, when we discussed current local, provincial, national and international problems of general interest. This was a really worthwhile project and gave students an opportunity to express themselves on topics of interest to them and tended to widen their horizons by reading and thought.

They were a group which was serious in outlook and a group that has made a significant contribution to the educational and professional life at Nova Scotia.²⁷

There is, in fact, good reason for the student body especially to remember the men of the class of 1940, for there was little that went on at the Normal College that year in which they were not involved. Although male members comprised less than fourteen percent of the student body they held almost all of the leadership and honorary positions. These included: President of the Student Body, Editor of the Year Book, and Valedictorian. In addition to these senior positions, twenty-two out of the sixty-five positions on the Year Book Staff were held by men, and these included the business manager and all but one of the several editors.

Twenty-one students contributed to the literary section of the Year Book, and of these thirty-six percent were men, or, to put it another way, eight percent of the female students contributed to the Year Book as compared with fifty percent of the male students.

²⁷From personal correspondence between Dr. J. P. McCarthy, retired Principal of the Nova Scotia Normal College, and the writer.

The foregoing is, largely, an indication of interest; however, the awarding of university entrance scholarships may be taken as an indication of academic promise. Although the criterion for selection is not known, it is known that the men were awarded five out of the eight entrance scholarships provided by Maritime Universities.

The recreational side of the ledger was not neglected, and the men were credited with creating a new interest in sports both within the "College" and in the community as they participated in local and regional sports activities. This is best shown by the following excerpt from an item in the local press:

The Normals were led to victory by the coaching and playing of Prof. E. Comeau, and perhaps the greatest and "loudest" cheering section ever seen and heard in the Truro Arena. The Normal College students turned out in full force to support their team, and occupied the whole reserved seat section. Time and time again the rafters resounded with the College yell as Comeau skated through the whole Londonderry team to score the final goal.²⁸

²⁸The Truro Daily News, January 16, 1940.

CHAPTER III

DESIGN AND PROCEDURES

I. DATA REQUIRED

The study required that the respondents complete a three-page questionnaire as found in Appendix A. The instrument was distributed and collected by mail. A letter of explanation accompanied the questionnaire, as did a list of the names of all respondents with the request that all known addresses be returned with the questionnaire.

II. THE PILOT STUDY

The questionnaire, names of respondents and accompanying letter were sent initially to ten respondents whose addresses were known. The purpose of this pilot study was twofold. First, to secure some indication of interest in the study. Second, to secure some indication of the probability of securing addresses of other respondents.

III. DATA SOURCES AND COLLECTION OF DATA

The Sample

The forty-one male graduates of the Provincial (Nova Scotia) Normal College in June, 1940.

Data Sources

Data were obtained through questionnaires, telephone interviews and from the following documents:

The Year Book of the Provincial Normal College, 1940
The Calendar of the Provincial Normal College
Normal College Records
Letters from former Normal College Faculty members.

Data Collection

Each respondent received the following: (1) a letter explaining the purpose of the study and soliciting co-operation, (2) a three-page questionnaire, (3) a list of names and addresses of all respondents, with the request that known addresses be returned with the questionnaire, (4) a stamped return-addressed envelope.

Eleven respondents did not reply to the first communication. To these eleven, follow-up letters, duplicate questionnaires, and stamped return-addressed envelopes were sent. One month after the third mail contact failed to elicit replies telephone calls were made to four respondents and four questionnaires completed in this manner.

Table X shows that thirty-two respondents returned completed questionnaires (91.4 percent).

Limited, but factual information was obtained on all remaining respondents from: relatives, public records, press clippings, and will be treated in a separate part of the study.

The information obtained from the respondents was compiled in tabular form.

TABLE X
RECORD OF DISTRIBUTION AND RETURN
OF QUESTIONNAIRES

Mailing	No. sent	No. returned	Percent
Pilot	10	10	100.0
Second	25	22	88.0
Totals	35	32	91.4

CHAPTER IV

DESCRIPTION OF THE PERSONAL CHARACTERISTICS AND BACKGROUNDS OF MALE STUDENTS IN SEPTEMBER, 1939

The purpose of this chapter is to portray the personal characteristics and background of the students who enrolled at the Normal College in September, 1939. Such a descriptive analysis may provide some understanding of the kinds of background possessed by these young men who had made the decision to enter the teacher-training program at that time.

The data in Table XI indicate that fifty-five percent of the students came from a village-rural background, and forty-five percent from the urban background of the two cities and the small towns throughout the province.

Although the young men constituted less than fourteen percent of the total student body, there was within the group a very marked variation in educational backgrounds prior to enrolling at the Normal College.

Table XII shows only the type of high school attended, but a more detailed study reveals that many students had already attended post-secondary institutions of learning.

Of the two listed under "other" one attended a church school with college affiliation, and the other did not attend any school for formal high school instruction beyond grade eight, but studied at home while working on the family farm. He wrote, and passed all required Provincial Examinations.

TABLE XI
DISTRIBUTION OF GRADUATES BY TYPE
OF HOME COMMUNITY IN 1939

	Number	Percent
City	2	4.8
Town	17	40.5
Village	14	33.3
Rural	9	21.4
Total	42	100.0

TABLE XII
DISTRIBUTION OF GRADUATES BY TYPE
OF HIGH SCHOOL ATTENDED

	Number	Percent
Urban	21	65.6
Village	8	25.0
Rural	1	3.1
Other	2	6.3
Total	32	100.0

The experience background of students prior to enrolling at the Normal College included the following:

(a) Five students had already attended university, and of these five, one had a B.A. degree, two had been in university for two years, and two had been in university for one year.

(b) Four students were in the Industrial Arts Program and had been at Normal College the previous year (1938-1939).

(c) Three students had one year's teaching experience on a permissive license.

(d) Two students had been gainfully employed between high school graduation and Normal College enrolment.

The remaining number of twenty-eight students came from high school with a grade XI or grade XII certificate.

Regulations at this time required that applicants for the Superior First and First Class licenses must be 20 and 19 years of age, respectively, all candidates for entrance to Normal College must be 18 on September 1 preceding enrolment.²⁹

The fact that fourteen of the students had been out of high school for one or more years, and that twenty-six were from nineteen to twenty-nine years old, as shown in Table XIII, is an indication of a maturity factor which may have had some bearing on success both at Normal College and in ultimate careers.

²⁹Calendar, Nova Scotia Normal College, p. 7.

TABLE XIII
DISTRIBUTION OF RESPONDENTS BY AGE AND GRADE ATTAINED
AT TIME OF ENROLMENT, SEPTEMBER, 1939³⁰

Age	Grade XI	Grade XII	Industrial Arts*
17	1	1	
18	7	7	
19	1	8	1
20	1	5	1
21		1	1
22	2		
23		1	
24	2	1	
25			
26			
27			
28			
29			1
30			
Totals	14	24	4

³⁰From Normal College Records, Registrar's Office.

*Students in the Industrial Arts Program had already been at the Normal College, and were in the second year.

CHAPTER V

DESCRIPTION OF THE CAREER PATTERNS OF NORMAL COLLEGE GRADUATES

The main source of information was a three-page questionnaire which was eventually mailed to all living graduates. Additional information was secured through personal correspondence with officials of the Nova Scotia Department of Education, relatives of students who were deceased, and from some graduates. Telephone interviews were conducted with four respondents and the information recorded on questionnaire forms.

The thirty-year period between graduation and the time of the study enabled graduates to scatter and lose contact with each other. This caused a very real time lag in securing the necessary addresses for mailing of the questionnaire. In some cases several letters and telephone contacts were necessary before a response was secured, and this is an indication that some graduates had been out of contact with other class members for so long that they appeared indifferent to the purpose of the study.

Having considered the socio-economic and educational milieus of the depression years of the 1930's, and also the personal characteristics the first question to be answered was: "By reflection, what was your main reason for attending Normal College?" Table XIV summarizes the stated reasons, and it should be noted that some respondents gave more than one reason, hence the total exceeds the number of respondents.

TABLE XIV
SUMMARY OF THE MAIN STATED REASONS
FOR ATTENDING NORMAL COLLEGE

Reason	Number
General interest	17
Lack of other employment opportunities	11
A family tradition or wish	4
Other, or additional*	5

*The other, or additional, reasons may be stated as financial. Those students who had spent one or more years at University prior to enrolment at the Normal College, transferred because of the much lower cost for the latter program. The same is true for many of the students who gave "general interest" as the reason for attending. One student (Industrial Arts) stated that the low cost was a major factor as the two years in Truro cost less than \$600.00 total.

Other stated reasons were as follows:

- (a) I thought I could help other people.
- (b) Intended to teach for a few years then go to college.
- (c) Change in career plans.
- (d) Stepping stone to the medical profession.
- (e) To finance further university training.

Teaching and Administrative Experience to 1970

The information generated by this question covered such a wide variation of dual roles, part-time service, parts of years, and college/university experience, as well as simple statistical statements that the information did not lend itself to a tabular presentation.

However, from an analysis of the information the following three facts emerge:

1. Eighteen graduates began their teaching career in one room, miscellaneous rural schools with grades I to X.
2. Through the years the "Principalship" has been held with the greatest frequency by those who have continued in education.
3. The second most frequent position has been that of the classroom teacher. Some have returned to teaching from principalships.

In addition to the above, other positions in education which have been held include the following:

- Superintendent of Town Schools
- Guidance Counselor
- Department Head (High School)
- Divisional Supervisor (Provincial)
- Associate, Assistant, and Full Professor
- Dean of Divinity School
- Museum Curator
- Teaching/Research Assistant
- Shopmobile Operator/Instructor*

Table XV records the distribution of graduates according to positions held in 1970, and reflects the career patterns of the period.

The positions held in 1970 by the eleven who have withdrawn from education are given in Table XVI.

Undergraduate and Graduate Degrees

In a covering letter, accompanying the questionnaire, it was suggested that the male members of the class of 1940 had, "as a group, established an unique record of achievement and service."

*A new venture in education designed to bring Industrial Arts to the rural areas. The vehicle was designed for 16 students and equipped to teach carpentry, drafting, forge work, engine mechanics, etc. with emphasis on the agriculture industry.

TABLE XV
DISTRIBUTION OF GRADUATES BY THE POSITION
HELD IN EDUCATION IN 1970

Position	Number	Percent
Teacher (public school)	5	23.8
Principal	7	33.2
Supervisor	1	4.0
Professor	4	19.0
Dean	1	4.8
Christian Education	1	4.8
Agriculture Extension	1	4.8
Graduate Student	1	4.8
Total	21	100.0

TABLE XVI
DISTRIBUTION OF GRADUATES BY THE NON-EDUCATIONAL
POSITIONS HELD IN 1970

Position	Number
Area Welfare Supervisor (DND)	1
Customer Services Supervisor Major Airline	1
Assistant Manager, Process and Planning, Major Oil Company	1
Special Assignments (not specified), Career Assignment Program (DND)	1
Senior Engineer, Major Engineering Consultants (U.S.A.)	1
Director of Research, Provincial Department of Labor	1
Income Tax Clerk (Regional Office)	1
Lawyer and Senator	1
Service Station Operator	1
Town Clerk	1
Regional Manager Mutual Funds	1
Total	11

One of the measures of achievement was considered to be the extent to which individual graduates had pursued a program of continuing education after leaving Normal College. The following six tables show that there has been, in fact, a very recognizable interest and effort on the part of individuals with the cumulative result as given in Table XVII where it is seen that respondents hold a total of forty-two undergraduate and graduate degrees from eighteen different universities in Canada, the United States and the United Kingdom.

Table XVIII gives the distribution of graduates according to undergraduate degrees, with the greatest number having the degree of Bachelor of Arts.

Table XIX gives the distribution of graduates according to graduate degrees, with the greatest number having a Master of Arts degree, and four having a Doctorate.

Table XX gives the distribution of graduates according to the highest degree attained.

Table XXI gives the distribution of graduates by the university at which the highest degree was attained. The greatest number of graduate degrees was attained at Acadia and Dalhousie Universities, and this would undoubtedly reflect geographic convenience for attendance at summer sessions.

Non-degree Courses and Seminars

Another measure of interest is found in the degree of participation in non-degree courses, short courses and seminars.

This is supported by the information in Table XXII which shows that twenty-seven graduates participated in non-degree programs at

TABLE XVII

DISTRIBUTION OF GRADUATES BY THE UNIVERSITY AT WHICH ANY
ACADEMIC DEGREES WERE ATTAINED

University of:	Number of degrees
Acadia	7
Alberta	1
Columbia	1
Dalhousie	9
General Theological Seminary	2
King's College	1
Montreal	1
Mount Allison	2
McGill	5
Nova Scotia Technical College	1
Oxford	1
Queens	4
Rutgers	1
Saint Anne	1
St. Francis Xavier	1
Toronto	2
Union Theological Seminary	1
Yale	1
Total	42

TABLE XVIII
DISTRIBUTION OF GRADUATES ACCORDING
TO FIRST OR UNDERGRADUATE DEGREES

Undergraduate degree	Number
Bachelor of Arts	12
Bachelor of Science	5
Bachelor of Education	3
Bachelor of Commerce	1
Bachelor of Divinity	1
Bachelor of Civil Engineering	1
Bachelor of Sacred Literature	1
Bachelor of Sacred Theology	1
Bachelor of Law	1
Total	26

TABLE XIX
DISTRIBUTION OF GRADUATES ACCORDING
TO GRADUATE DEGREES

Graduate degree	Number
Master of Arts	9
Master of Science	2
Master of Sacred Theology	1
Doctor of Philosophy	3
Doctor of Medicine	1
Total	16

TABLE XX
DISTRIBUTION OF GRADUATES ACCORDING
TO THE HIGHEST DEGREE ATTAINED

Degree	Number	Percent
Bachelor's	8	38.1
Master's	9	42.9
Doctorate	4	19.0
Total	21	100.0

TABLE XXI

DISTRIBUTION OF GRADUATES BY THE UNIVERSITY AT WHICH
HIGHEST DEGREE WAS ATTAINED

University of:	Number
Alberta	1
Acadia	4
Columbia	1
Dalhousie	4
Montreal	1
McGill	2
Nova Scotia Technical College	1
Oxford	1
Queens	2
Rutgers	1
Toronto	2
Union Theological Seminary	1
Total	21

TABLE XXII

DISTRIBUTION OF GRADUATES BY THE UNIVERSITY ATTENDED
FOR NON-DEGREE COURSES

University of:	Number
Acadia	6
Alberta	2
Baton Rouge (LSU)	1
Calgary	1
Corimba (Portugal)	1
Dalhousie	1
Dijon (France)	1
Lafayette (USL)	1
London	1
MacDonald College	1
Montreal	1
Mount Allison	1
Paris	1
Penn State	1
Saint Josephs	1
Sir George Williams	1
Toronto	3
Western Ontario	1
British Columbia	1
Total	27

nineteen universities, twelve in Canada, three in the United States, and four "Overseas."

The participants were all degree holders, and in many cases received certificates or diplomas at the conclusion of their programs. This is illustrated by one student who received a "French Diploma" from the University of Paris, and by another who was awarded the Associate in Education (AIE) from London University.

Table XXIII shows the distribution of graduates by the short courses, seminars, evening programs, and visitation programs in which they participated. Again the majority (68 percent) of these participants were degree holders, and were the ones involved in all out-of-province study and visitation.

In addition to the courses and programs outlined in these two tables many graduates indicated frequent participation in programs conducted by the Federal or Provincial Civil Service, and which required their attendance for various reasons not specified.

Foreign Travel

Yet another factor which is some index of both interest and achievement is the extent of foreign travel undertaken. Foreign travel here refers to travel outside North America, and this exclusion of Canada and the United States is because of the comparative ease and frequency with which travel in these two areas is undertaken. At the same time, it is recognized that many graduates have travelled in both Canada and the United States participating in professional programs.

Table XXIV shows only the major areas visited, since, in many cases, individual countries were not specified. The table also shows the

TABLE XXIII
DISTRIBUTION OF GRADUATES BY THE SHORT COURSES
AND SEMINARS TAKEN

Institution or locale	Number
Nova Scotia Technical College	2
Montreal Technical School	1
Anderson (Indiana) Technical School	1
Nova Scotia Department of Education Summer School	6
Portugal (Language Study Program)	1
Nigeria (Youth Training Program)	1
CEA Short Course, Banff	1
Comparative Education Tours of Scotland, Latvia, Russia	1
Inter-provincial Visitation of British Columbia Schools	1
Kellogg Foundation Travel Fellowship Canadian and American School Visitation	1
Surinam (S.A.) Insect Survey	1
Maritime Business College	1
Dalhousie Institute of Public Affairs	1
Eastern Ontario Institute of Technology	1
New Brunswick Institute of Technology	1
British Museum (Natural History)	1
Total	22

TABLE XXIV
TRAVEL DESTINATIONS OF GRADUATES
IN PEACETIME

Destination	Number	Pleasure	Professional
United Kingdom	3	*	**
Europe	7	****	*****
Russia	1		*
Latvia	1		*
Near East	1		*
Middle East	1		*
Africa	1		*
South America	1		*
Bermuda	2	**	
Barbados	1	*	
Hawaii	1	*	
Total	20		

number of students who have visited, and the reason being either for pleasure or primarily in a professional capacity.

War Service

World War II was a cause for grave concern to the male members of the Normal College student body, both during the College year and after graduation, as is indicated by the fact that two graduates enlisted immediately, and eight taught for only one year and enlisted at the end of the school year 1940-1941. Others enlisted during, or at the end of, the second year after graduation, while three others entered war work.

Table XXV shows the distribution of graduates according to the branch of the armed services in which they served, with the greatest number (37.5 percent) being in the Airforce.

The number who did not have War Service (43.8 percent) includes a number of men who tried to enlist, but could not qualify for active service. These men served in a supporting role in the following types of positions:

- (a) Working in Defense Production
- (b) Teaching Night Classes at an Army Base
- (c) Officer in Air Cadets
- (d) Officer in Army Cadets
- (e) Officer in R.O.T.C.

Since this table refers only to the respondents who survived their War Service, or did not participate, it does not present a true picture of the War Service Record of the class, and this deficiency will be recognized and dealt with in a supplementary section using information on all other graduates from secondary sources.

TABLE XXV
DISTRIBUTION OF GRADUATES ACCORDING
TO WAR SERVICE

	Number	Percent
Airforce	12	37.5
Army	5	15.6
Navy	1	3.1
No War Service	14	43.8
Total	32	100.0

Their War Service took them to the following places for both posting and operations: United Kingdom, Europe, India, Burma, North Africa, Sicily, Malta, Norway, Russia, United States and Canada, plus others that have not been specified.

All members of all branches of the service attained "Officer" rank and played leadership roles in training, in convoy duty, in the intelligence branch, in bombing and combat missions. All were discharged with honorable records, and one was awarded the DFC.

DVA Benefits

A very significant factor in determining the career of young men following discharge from the Armed Services was the availability of benefits which enabled them to continue their education. These benefits included:

- (a) Payment of fees for a four-year university program, or,

including graduate work based on satisfactory performance.

(b) A monthly personal allowance.

(c) A monthly family maintenance allowance (if applicable).

Reasons for Continuing in or Withdrawing from Education

Over the thirty-year period since graduation the majority of the respondents (65 percent) continued in the field of education except for periods of time in the armed services, or when engaged in further study.

During the same period eleven respondents (35 percent) did not continue in education, but withdrew over varying periods as follows:

1. Two did not teach at all. They enlisted directly in the Armed Services, and entered the Civil Service after discharge.

2. Five taught for one year, enlisted in the Armed Services, and did not return to teaching after discharge.

3. One taught for two years, enlisted in the Armed Services, and did not return to teaching after discharge.

4. Two withdrew after one year of teaching and entered (a) Civil Service, (b) Private business.

5. One taught for one year, was engaged in War work for a short time, then enlisted in the Armed Services. After teaching for one more year (1946-1947) he withdrew permanently and set up his own business.

Respondents were asked to state their reasons for:

(a) continuing in education

(b) withdrawing from education

(c) withdrawing and returning to education.

The replies to these questions, as taken from the completed questionnaires, are given on pages fifty-four to fifty-seven inclusive.

Question

If you have continued in the field of education to the present time please state some of the factors which have influenced you in doing so.

Seventeen respondents answered this question as follows:

The students' desire to learn and their response to leadership.

I have enjoyed the work, for the most part. The longer I have been at it the more I have enjoyed it.

Genuine interest in children. Desire to improve the community in general. Opportunity for leadership. The challenge of present day conditions.

Although ordained in the ministry I have always had a strong love for teaching and working with students, and have really continued in education, albeit theological education, since graduation from Normal. I could not imagine a more satisfying and rewarding life for me.

Interest in the French language, and the importance of teaching it in Canadian life.

My interest in young people. The challenge to meet individual differences of youngsters. The vast changes occurring in the field of education. The many adults I meet both parents and professionals.

I like teaching and I believe it is a challenge. I especially like teaching at the university level as it seems to give more personal satisfaction than in the public schools (however I loved public schools too). At university there is more time for research--pay is a little better!!

Still teach general and specialist courses in biology, mainly because I like it. Basically, my work is in research, and direction of research.

I've found my niche!! I'm happy in my shop working with my boys.

Interest in scientific research and teaching. Have remained in secondary and post-secondary education.

The reason I have continued in the field of education for twenty-seven years is that I enjoy teaching. I like young people. I get satisfaction in knowing I have had an opportunity to help these high school students develop good character, good habits and find a high goal in life.

I remained in education because of a high desire to teach youth and adults and the attendant personal rewards inherent in their achievement. I have passed up many offers of more remunerative positions in industry.

Probably the considerable difficulty I have had in obtaining and retaining other acceptable work.

It is the only work for which I am prepared.

Question

If you left education, and transferred to another field of work please give a statement of the factors which led to this decision, and/or the positive factors which enhance your present work as compared with education.

The expressed reasons for either not entering education or for withdrawing from it are summarized in the following statements where it will be noted that the most frequently mentioned reason was low pay.

During service with the RCAF I started in administrative work and followed in this field after discharge.

I never taught school! I did not intend to make education my life work. However, looking back I believe I would have found more self-satisfaction in education than I have found in my present type of work.

Became interested in labor problems, especially labor economics and this led to business and government research positions, and perhaps better pay.

The main reason for abandoning teaching (in 1941) was the extremely low pay in effect at that time, as compared with occupations far less demanding. Then again, there was the factor that as a "teacher", one seemed to stand alone, with no companionship of fellow teachers.

Left teaching on account of low salaries paid at that time.

Left education (not teaching academic subjects, but instructing veterans craftwork and doing therapy treatments). Left this work to go into welfare as I felt I wanted to deal with the whole problem, not one part of the problem. (Now instead of dealing with the veteran I deal with him and his family.)

Basically, I left teaching because of the low salaries at that time and also not too interested in country schools.

I was not satisfied with the progress of the pupils I was trying to teach.

My decision to pursue a career in engineering instead of continuing in education was based on the very low pay rates which prevailed for teachers at that time, and I felt I was temperamentally more suited to the engineering profession.

Question

You may have left education, engaged in other work for a period of time, and then returned to education. If so please give some indication of the influences here.

Of the twenty-one respondents who are now engaged in some aspect of education only four fall into this category, and of these only two can be considered to have really left the field of education then returned as is seen in the following comments from the respondents:

I left education to enter business because of financial benefits, and after a number of reverses in business returned to education because of better financial returns.

Because of a back injury I was unable to join the services, and did war work for two years (1941-1943). Returned to teaching in September, 1943. Was not that happy with the higher salary and the "call of the classroom" took me back.

I left education per se but feel I have returned to it indirectly in the field of Medical Education with our Preceptorship Program, Intern contacts, Out Patient Department teaching program, etc. The influences here are daily contact with medical students, and the fact that this is a great teaching centre, and the concept of teaching is ever present.

Having entered the field of Religious Education, I moved into the ordained ministry, and to the foreign mission fields. This involves work with people, and ties in closely with the learning-teaching process.

In summary, those who have continued in education have done so because of an interest in young people, and the personal satisfaction

which is derived from observing students achieve desired goals. Only two indicated that they were there because there was little opportunity for them to do otherwise.

Those who withdrew from education, for the most part, did so after only one year and were disenchanted with both the salary and the role they were called upon to play. A point to note here is that of the four students who stated that they attended Normal College because of a family tradition or wish, three withdrew after but a brief encounter. Also, of those who withdrew one in retrospect expressed the feeling that greater satisfaction might have been attained in education.

PROFESSIONAL CONTRIBUTION

Articles Written and Published

Eleven respondents (35 percent) reported on articles written and published. More than half of the articles reported were written by those holding a doctorate. These articles were scientific in nature, or research based, and were published in the journals of professional organizations, scientific societies, and in university and church publications.

The next most prolific writers in order were:

(a) those engaged in Agriculture who prepared bulletins and guides for distribution, press and radio releases, and articles for professional journals in Agriculture;

(b) those engaged in public school administration who wrote articles interpreting school policy, program development, and other topical items for local and provincial press, and, to a lesser extent, articles for the publications of their professional organizations, and for Department of Education publications;

(c) one Professor of French who reported the translation of several books, and one High School French Teacher who reported on writing several articles on "Bilingualism" for a university publication;

(d) one respondent is presently writing a book, while others report lengthy papers, and research studies in the final stages of writing.

Executive Offices Held

Twenty respondents reported holding executive positions in a wide

variety of organizations from "Volunteer Fire Department" to "Learned Society."

The intent of this question was to determine the extent to which graduates had given leadership in the following four areas:

- (a) their profession
- (b) their community
- (c) their church
- (d) service clubs.

The replies placed the leadership roles in the same order as they appeared in the questionnaire (as above), with all twenty who answered having held executive positions in professional organizations.

The same was true for community organizations with all twenty respondents again having held executive positions in organizations ranging from Boy Scouts to the Community Improvement League.

The church received leadership from sixteen respondents who served in many capacities including elder, warden, steward, vestryman, treasurer, youth group leader and others.

Service clubs and Fraternal organizations had the lowest participation with a total of seven respondents indicating leadership roles held.

Other areas in which leadership roles were reported included the following:

- (a) Editor, Co-ordinating Editor, Editorial Board
- (b) Convention and Conference Chairman
- (c) President, Learned Society
- (d) President, College and University Alumni
- (e) President, University Societies.

SUPPLEMENTARY INFORMATION ON DECEASED GRADUATES

The following information is based on three sources:

1. The families of deceased members
2. Correspondence with other graduates
3. Press clippings.

Of the six graduates who are deceased, four were casualties of the RCAF in the early days of World War II, one died of an acute illness in December, 1965, and one died in an automobile accident in the United States in July, 1966. The following is known regarding these men:

One taught for one year in a rural school prior to enlistment, was a Flying Instructor at the time his plane crashed near a Nova Scotia Flying Training Base.

One was a teaching principal of a village school for one year prior to enlistment in the RCAF.

One was reported killed in an air crash in Texas, but information prior to enlistment was not obtained.

One had been in university for two years, and had taught one year before going to Normal College. Again information on the period between graduation and enlistment in the RCAF was not available.

One was in the Commonwealth Air Training Plan as a Pilot Instructor, and served in the RCAF from 1941 to 1945 with the rank of Flying Officer. Following discharge entered university and received his Bachelor of Arts. Returned to education and at time of death was vice-principal of a high school, and Commanding Officer of the Northside Detachment of Cape Breton Highlanders with rank of Major (Reserve).

One taught for one year, then attended university for a period of time but did not complete degree work. At the time of his death he was a drafting engineer with a large manufacturing firm in the United States.

INFORMATION ON THREE GRADUATES WHO DID NOT
RETURN QUESTIONNAIRES

Three graduates did not respond to several follow-up letters. The following information is based on correspondence with a school inspector in one case, and on a telephone conversation with one of the respondents.

One remained in education, had not completed a degree, was an Industrial Arts Teacher, vice-principal, and principal of a Rural High School until the time of his retirement in July, 1970.

One served in the Army during World War II and held the rank of Major at time of discharge. Present employment is as a Classification Officer with the Federal Ministry of Transport.

One is with the Federal Department of Transport and is reported to have designed, and supervised the building of new dams and flood gates at Sackville, N.B., and at Annapolis Royal in Nova Scotia.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This section of the chapter presents a summary of the major findings from the study which included analysis of the questionnaires returned by respondents, and information from Normal College Records, and Normal College Year Book.

1. An examination of the questionnaires and related correspondence revealed that of the forty-two students who enrolled in September, 1939, one had withdrawn during the term, and forty-one graduated in June, 1940.

2. Correspondence received with returned questionnaires revealed further that six graduates had died between 1940 and 1970.

3. Of the thirty-five remaining graduates, thirty-two returned questionnaires, and it is from these thirty-two questionnaires that almost all the information on graduates comes.

4. The majority of the students (54 percent) came from a predominantly rural background.

5. Two-thirds of the students attended urban high schools for grades eleven and twelve.

6. Seventeen students (53 percent) gave general interest as their reason for attending Normal College.

7. Twenty-one graduates have continued in the general field of education since graduation.

8. Eleven graduates have withdrawn from education, and are employed in the government service or in private industry.

9. Twenty-one graduates continued their education and have acquired forty-two earned degrees.

10. Of the forty-two degrees, twenty-six are first or Bachelor's Degrees, twelve are Master's Degrees, three are Doctorates in Philosophy, and one is a Medical Doctor.

11. One graduate holds an honorary Doctor of Literature degree in addition to an earned Doctorate.

12. Graduates, who are also degree holders, have taken non-degree courses at universities in many parts of the world.

13. Graduates in general have also attended short courses and seminars, and have travelled widely overseas as well as in North America.

14. Eighteen graduates served in the three branches of the armed services and saw duty in all the major fronts in World War II. Twelve of the eighteen were in the RCAF and one was awarded the DFC.

15. Fourteen of the graduates used their DVA benefits and attended university following discharge.

16. The twenty-one graduates who have continued in education indicated that the main reason for doing so was that they enjoyed the work and have had much personal satisfaction.

17. The eleven graduates who have withdrawn from education indicated their main reason for doing so was dissatisfaction with the low pay and the status of the teacher.

18. The graduates who withdrew for a time and then returned indicated that teaching held more appeal than did the higher pay and the routine in other work.

19. Eleven graduates reported writing articles which were published in professional journals, government publications, and the local and provincial press.

20. Twenty graduates reported giving leadership in a wide variety of organizations in the community, the church and in their professional organizations.

II. CONCLUSIONS

This study was based on the belief that the graduates of the Normal College in June, 1940, had, as a group, achieved a creditable level of achievement and service.

There can be little doubt that the members of this class have contributed much to the society in which they have worked and lived. Some indication of this is seen in the following: the extent to which members have continued further education to the present time, over thirty years later, the responsible leadership positions held by those who have continued in education and those who have entered government service, and private industry, the contribution of those who served in World War II which included the supreme sacrifice of four young lives, and the continuing concern for the welfare of others both on the job, and in the many organizations to which leadership, time and talent are given.

Academic honors, military decorations, membership in learned and honor societies, political party leadership, and a senate appointment are some of the ways in which societies, governments and communities have recognized the contributions of members of the group.

Taken together, these observations describe, in part, a group of

men most of whom have a respect for and continuing interest in learning, and a sense of responsibility which has directed their concern for the welfare of others.

III. RECOMMENDATIONS

Any significance in the achievement of the group can only be determined when similar studies are done of male graduates at the end of the previous (1930) and following (1950) decades. It is recommended that such a study be undertaken with the hope that it will better explain the career patterns which emerge as graduates move away from their first exposure to the teaching profession.

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APPENDIX A
LETTERS AND QUESTIONNAIRE

Ralph M. Guy, M.A.
20 10839 University Avenue
Edmonton, Alberta.

Dear

For some years I have felt that the male members of the 1940 graduating class at the Provincial Normal College have, as a group, established an unique record for achievement and service.

This was first discussed with Dr. J. P. McCarthy, and others, in 1964-65 at which time consideration was being given to the preparation of an article for publication, marking the twenty-fifth anniversary of graduation. It got no further at that time.

I am presently at the University of Alberta where approval has been given to gathering pertinent data on the members of this class, with the intent that there exists here a reasonable basis for a thesis.

Accordingly, I have selected ten class members with whom I have either kept in touch, been associated with through the years, or who are known to me by their careers and the interest I have had in them.

It would be greatly appreciated if you would complete this preliminary questionnaire, and return it to me at your earliest convenience. I would welcome any comments or suggestions you may wish to add.

Yours very truly,

Ralph M. Guy.

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20 10839 University Avenue
Edmonton, Alberta

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I am presently at the University of Alberta where approval has been given to gathering pertinent data on members of this class, with the intent that there exists here a reasonable basis for a thesis.

It would be greatly appreciated if you would complete this preliminary questionnaire, and return it to me at your earliest convenience. Any comments or suggestions you may wish to add would be most welcome.

Included also is a list of the class members. I am still seeking the addresses of several and would welcome the addition of any known addresses when the questionnaire is returned.

Yours very truly,

Ralph M. Guy.

RMG/

QUESTIONNAIRE

Re: The Male members, the Graduating Class, Provincial Normal College,
Truro, N.S., June, 1940

Name _____

Present address _____ Phone _____

Home address (in 1939) _____

High School attended _____

Type of school: Village _____ Urban _____ Other _____

Upon reflection, your main reason for attending Normal College.

General interest _____ lack of other employment opportunities

_____ a family tradition, or wish _____ other _____

Comment welcome _____

Teaching and/or administrative experience since 1940.

Further education:

Undergraduate _____ Degree _____ University _____ Year _____

Graduate _____

Non-degree courses, seminars, travel, etc. Outline and comment, giving years if possible.

War Service (if applicable, a descriptive note of action, rank, promotion, etc. would be appreciated). Use overleaf.

DVA benefits, if applicable.

If you have continued in the field of education to the present time please state some of the factors which have influenced you in doing so.

If you left education, and transferred to another field of work please give a statement of the factors which led you to this decision, and/or the positive factors which enhance your present work as compared with education.

You may have left education, engaged in other work for a period of time, and then returned to education. If so please give some indication of the influences here.

Articles written:

Articles published:

Offices held: professional, community, church, service clubs, etc.

Political interest and/or participation: municipal, provincial, federal.

Any other activities which illustrate leadership roles, and the assuming of responsibility for others, either individual, group, community.

Please do not let modesty minimize your responses. Be frank and honest in recording what will give substance to the proposition that you were a member of one of the outstanding classes of men to graduate from the Normal College.

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